

# Clergate Public School

## Annual Report



2018



2668

## Introduction

The Annual Report for **2018** is provided to the community of Clergate Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Philpott

Principal

### School contact details

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### Message from the Principal

Every day at Clergate Public School, we strive to get to know and value every child to ensure that our students receive a quality education in a caring and safe environment. Students are placed at the centre of our learning community supported by dedicated, hardworking and committed teaching staff, SLSO and administration staff that genuinely care for every student. In this community of staff, we work to build an inclusive learning environment where students feel that they can succeed.

Clergate is determined to draw out the potential and strengths of each child, ensuring that they have opportunities to achieve personal excellence, by reaching their goals and recognising their own achievements, not only across the curriculum, but with extra curricula pursuits.

Our 2018–2020 whole school plan has begun to take shape in the first year of its implementation. The key initiatives of Visible Learning, KidsMatter, Seven Steps to Writing Success and Personalised Learning Pathways, for every child, have been implemented and communicated to the school community. These programs will continue to take shape and be fine-tuned, gaining momentum over the three year period as our commitment to school improvement.

A strong partnership exists between parents, the school and wider community. Our Parent and Citizens Association continues to work closely with the staff and students, providing support to targeted school projects for the enhancements of learning outcomes by providing funds to purchase resources and enable school playground upgrades. The school very much appreciates the on-going support of the school community.

We provide a range of learning experiences and opportunities and delight in celebrating high quality student learning outcomes and personal achievements. The children of Clergate Public School endeavour to honour our school values of being Respectful, Responsible Achievers. Upholding these values is a lifelong asset that sets up each individual student for continued success, now and for many years to come.

Regards

Natalie Philpott

### Message from the school community

On behalf of the P&C, I would like to say a huge thank you to all of our wonderful families at Clergate. Without all of the help and support we would not be able to run such a successful P&C. We have again had a very busy year and the P&C have held quite a few fundraising events and activities. We have such a wonderful school community who are always willing to help, either volunteering their time, sponsoring events, buying multiple pies or donating items. Every little bit of

help counts.

This year we have held a welcome back BBQ night, Mother's and Father's Day stalls, an Easter Egg hunt, BBQ lunches, morning teas, sausage sizzles, cake stalls, pie drives and a cookie dough fundraiser. We also held a fantastic trivia night, which without the support of lots of school family businesses we would never have had such an amazing result. The trivia night raised more than \$4000 and was a lot of fun on the night. We would love to hold another one next year and encourage everyone to come along. And to end the year we will be hosting an end of year party.

We have continued to fundraise to upgrade the playground but have also contributed to the purchase of the laptop charging trolley and the books for presentation night. Together we have raised more than \$7000.

On behalf of the P&C I would like to thank all of the staff at Clergate for their continued dedication to our children's education and for everything that they do for our kids every single day. Our children are very lucky to have such caring and amazing people supporting them in everything that they do. I would also like to thank this year's P&C Executive. They have all put in a lot of effort this year and their continued dedication to the school and support they have shown, is greatly appreciated.

We are looking forward to a fantastic 2019 and encourage all families to get involved with the P&C as much as they possibly can. We hold meetings once a month and are always accepting of new members and always on the lookout for volunteers.

Mrs Katie Grambeau

### Message from the students

Welcome Teachers, parents, and special guests,

It is a little difficult standing here tonight, knowing that this is the final part of our time here in primary school. Clergate has been a dynamic place to grow up and learn, and make friends. We know that high school will be a wonderful new experience and that you have prepared us in the best possible way.

Our time at Clergate has been a plethora of new and different experiences, and as we reflect on them now, we can smile at all the opportunities we have been given. Many of us started our journey here in Transition and recall fond memories of meeting our friends and playing together on that first day, 8 years ago. Many students have joined us along the way and they all soon became part of our Clergate family, as have their sisters, brothers and families.

Some of the experiences we have enjoyed the most, are school excursions, especially the flying fox at 'The Great Aussie Bush Camp' and our trip to the snow last year, water fights on the last day, robotics lessons, extra help when we have needed it, and always having the sense that everyone here cared about us and would chat with us each morning to see how we were going.

We feel that growing up in a small school has allowed us to develop as leaders and take on roles that might not have been available to us in a bigger school. We look forward to the opportunities high school will bring and the exciting new experiences we will have, but won't forget how we belonged at Clergate Public School.

Thank you to everyone.

Year 6 2018



## School background

### School vision statement

At Clergate Public School we believe in 'Our Best Always'. We are committed to creating a learning culture that provides high educational opportunities, where staff and students are at the centre of a community of learners, dedicated to striving for success.

Fundamental in achieving our vision is a focus on wellbeing, with an emphasis on the school's core values of being respectful, responsible achievers, guiding students to be confident and resilient members of the community in an ever-changing world.

### School context

Clergate Public School is situated on the northern outskirts of Orange in a rural setting. The school provides a dynamic and nurturing educational environment in which all students access quality personalised educational programs within a varied and balanced curriculum.

Clergate Public School maintains a continued commitment to providing quality teaching and learning in literacy and numeracy. New targets are set through a collection of quality evidence and data of each of the students. Each year students experience a variety of sporting, cultural and community events and activities. The children are provided with a variety of forms of technology to enhance learning within their classrooms.

The school maintains a culture, which focuses on continuous improvement and personal best for staff and students. At Clergate Public School, staff are passionate, multi-skilled, professionals who continually seek to enhance student's educational opportunities by taking part in targeted professional learning.

Clergate Public School values and promotes community participation and shared decision making with a highly committed parent body. Parents and community members make valuable contributions to the school's programs and special events.

The school supports and encourages student leadership, and promotes core values amongst the whole school community. Wellbeing is a priority for students, staff and all families.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### Learning

Staff and parents have actively supported each student to achieve their potential in 2018. In partnership with parents, teachers and students established learning goals in the areas of literacy, numeracy and wellbeing through the development of Personalised Learning Pathways. Throughout the year students regularly revisited their goals and at 3-way partnership meetings they celebrated their progress.

Staff and students worked to create a strong culture of learning. Combined with high expectations, students were guided to develop an understanding of what an effective learner looks like. Through data collection, student voice and teacher collaboration, four profiles of effective learner dispositions were introduced and communicated to parents. They remain as weekly focus points for Growth Mindset thinking, which students and teachers have called "Butterfly Learning".

Through the implementation of the KidsMatter framework over the last two years, we have collaboratively introduced and embedded a number of wellbeing initiatives to support the cognitive, social emotional and physical wellbeing of students. The entire staff is responsible for ensuring student wellbeing is prioritised by weekly wellbeing meetings, two minute mentoring program, values focus, student voice mailbox, Leadership Groups, SRC and transition to Kindergarten and



Year 7 programs.

## Teaching

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their programs, make adjustments for students, meet the learning needs of students and to improve their practice. A school assessment schedule was revised to capture targeted and necessary information about student learning. Staff worked across our community of schools to collaborate and share work samples against progress frameworks to consistently analyse and judge student work.

In 2018 Teacher Professional Learning centred around student engagement and improving teaching and learning in writing. Staff trained in and implemented the Seven Steps to Writing Success program in response to trends in data in both external and internal assessments. Another whole school initiative in the domain of Teaching was the introduction of Visible Learning Practices, where students are reflecting on feedback from teachers in response to learning intentions and success criteria. The children are beginning to identify the qualities that exist for them to be effective learners.

Staff have begun to familiarise themselves with the new learning progressions and have attended Professional Learning in readiness to utilise PLAN2 in the coming year. Staff are looking forward to networking with the community of schools colleagues to refine consistent teacher judgement practices in alignment with progressions in 2019.

## Leading

Our focus has been on building a positive school culture and wellbeing for success amongst staff, students and families. This is supported by collaboration within our school teaching team and administration staff and across our community of schools group.

Parents and community members have the opportunity to engage in a wide range of school related activities and share in the school's vision. To enhance and strengthen the productive relationship between the community and the school, the school regularly holds a variety of activities which involve the community including the Welcome BBQ, Easter Hat Parade, Mother's Day Morning Tea, Father's Day Big Brekkie, Grandparent's Day and Christmas Picnic. Transition families are welcomed at each event to strengthen their sense of belonging.

Resource Allocation Model (RAM) funding is allocated towards targeted programs aligned with the school plan to support school improvement. The principal and SAM meet regularly to monitor spending and discuss program budgets. The school's resources and facilities are well maintained within the constraints of the school budget and provide a safe learning environment that supports learning. The school's physical learning spaces are used flexibly and multiple technologies including laptops and robotic equipment are accessible to staff and students.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.

#### Overall summary of progress

A digital school personalised learning pathway template was developed for use across K–6 incorporating goals set by staff, students and parents for literacy, numeracy and wellbeing. As part of this process staff, students and parents participated in 'Shared Partnership Meetings' to finalise personal goals and discuss support processes to assist students in achieving their goals.

At the end of the year parent perception and feedback in relation to the process were obtained through the Tell Them From Me surveys. In all classrooms across the school there was a visual indication of the student goals. To support the process staff participated in professional learning on using self reflection.

Students were involved in explicit lessons on receiving and working with success criteria, learning intentions, processing feedback and growth mindset. Staff worked on using a common language across the school to promote Visible Learning. Visible Learning dispositions were determined with classroom posters developed to display the dispositions.

As part of teacher professional learning and collaborative practice, staff used the whole school CPS Assessment Schedule and past data to differentiate learning for the students in their classes. Students requiring additional support were also identified and allocated LaST programs.

In relation to professional learning teaching staff complete the Seven Steps to Writing Success Program as well as Foundation Day –Visible Learning and Evidence into action Day One for Leaders. Other learning undertaken has been in using PLAN2, ALAN and SCOUT so as to analyse NAPLAN data.

Consistent teacher judgment was developed through sharing of writing samples using the new progressions and NAPLAN rubric across CoS to evaluate progress and growth in writing.

To further the conversations from the professional learning staff collaborate in weekly staff meetings with focus on learning intentions, success criteria, feedback, growth mindset learner dispositions and Inside Series Workshop – whole school Visible Learning

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student will have personalised learning pathways to ensure a years' worth of growth for a years' worth of learning.	\$945.00 – Seven Steps \$3 071.00 – Visible Learning \$5 183.00 – additional PL	All students have a personalised learning plan that is digitally constructed and developed in consultation with staff, parents and the student.  Students videoed their perceptions of themselves as learners.  There is a visible indication in all classrooms of goal setting by students.  All staff are confident in teaching the Seven Steps to Writing Success program and show this through programming, professional dialogue and student work samples.  Staff peer observations on the use of Learning Intentions, Success Criteria and feedback show growth.  All staff have an understanding of the Visible

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student will have personalised learning pathways to ensure a years' worth of growth for a years' worth of learning.		<p>Learning background and pedagogy that will inform the future direction of our school plan – Visible Learning Matrix</p> <p>Staff commenced familiarising themselves with the new literacy and numeracy progressions and PLAN2.</p> <p>Staff can access SCOUT to analyse data from NAPLAN.</p> <p>Teachers have engaged in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals in alignment with Performance and Development Plans. The school's structure and organisation ensure that direct support is available to new staff members from experienced teachers, and beginning teachers are mentored.</p>
Increase the proportion of students achieving proficiency in line with the Premiers' Priorities.		<p>Collect and collate baseline data of Visible Learning at CPS. Share with staff, students and parents (P&amp;C).</p> <p>Staff can access SCOUT to analyse data from NAPLAN</p>
Increased use of collaborative practice within professional learning communities.		<p>Staff implemented "Scoping Phase" – gathering data about evidence of Visible Learning and What Works Best strategies across the school.</p> <p>Commenced Mentoring Program with Beginning Teachers across CoS.</p> <p>Staff completed professional learning in Seven Steps to Writing Success, Foundation Day –Visible Learning and Evidence into action Day One for Leaders.</p>

## Next Steps

Visible Learning – The next phase is Building and Developing Visible Learners, embedding Learning Intentions and Success Criteria into programs. Professional learning maintenance around Visible Learning for all staff. Through the introduction of Quality Teaching Rounds, staff will focus on delivering effective feedback to students.

Continue to work with our Community of Schools network and in partnership with other agencies to allow staff to develop a whole school English Scope and Sequence, reflective in our programming and reporting processes and NESA requirements.

Writing – Continue to embed and expand the Seven Steps to Writing Success program in the second year of implementation.

Focus on tracking student growth and creating learning experiences that support students to grow in all areas. In doing this, we will enhance learning for all staff on consistent teacher judgement, the learning progressions and implement PLAN2 data management systems. The data collected will enable staff to refine and adjust Personalised Learning Pathways and student goal setting through providing relevant feedback in literacy and numeracy.



## Strategic Direction 2

### Wellbeing for Success

#### Purpose

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school with a sense of belonging to their school and community.

#### Overall summary of progress

At Clergate Public School during 2018 we introduced a wellbeing component to our personalised learning plans for each student that includes a social/emotional goal. This allowed students and parents an opportunity to have input into this goal through the Shared Partnership goal-setting meeting process.

In terms of student leadership, Leadership Agreed Practice roles were presented to all SRC and Student Group Leaders at leadership assembly as well as piloting the Introduction of Peer Mentor Leadership role for playground. Year 6 school leaders were involved in the inaugural CCMCSH Community of Schools Leadership Day with students learning skills on leadership, teamwork communication and decision making.

In revising aspects of the rewards system a Student of the Week Award was implemented with a postcard being sent home recognising the achievement.

To ensure welfare was visible with staff each staff meeting included a wellbeing component as well as adding a staff wellbeing corner to the staff newsletter each week.

In support of the drought, Clergate Public School student leaders were part of the Community of Schools Fundraising, by student leaders for drought affected Cumnock School in what was called 'The Big Day Out'.

During 2018, a review of current KidsMatter initiatives in the school was undertaken and this was shared with the community. Staff also undertook training in component 4 of KidsMatter.

As part of the schools journey with Visible Learning, we created a whole school set of Effective Learner Dispositions for Visible Learning, to create resilient learners. We began to present Effective Learner Dispositions in assemblies to students via school leaders and we implemented the Student Voice Mailbox to encourage greater student voice among students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.		Each student has a developed personalised learning plan that includes a social emotional goal that has been developed collaboratively through a three way interview with student and parents.  Processes implemented to gauge the effectiveness of the 3 way interviews from staff, parents and students.
Learning partnerships established which increase student involvement and success in the school and the wider community.		Student voice and leadership has grown within the school including implementing a Student Voice Mailbox to support greater student voice and students participating in a Community of Schools leadership development day and associated projects.  Staff trained in the component 4 of KidsMatter. The implementation has been reviewed ensuring initiatives align to the Wellbeing Framework in order to support student engagement and achievement

## Next Steps

Introduce the new edition of Bounce Back, an evidence based social and emotional learning program to be implemented across K–6. This will further develop positive, respectful relationships amongst students and staff to ensure optimum learning conditions and a whole school sense of wellbeing.

Reflect on policies and practices in conjunction with parents/carers to realign best practice and ensure compliance with department policy.

Transition from KidsMatter to Be You initiative as a whole school community. Review and implement programs and professional learning that support student mental health and wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>Aboriginal background loading (\$3 054.00)</li> </ul>	<p>Enhanced school structures, with school learning support officer timetabled to deliver targeted literacy and numeracy support programs.</p> <p>Systems in place to develop and monitor personalised learning plans that address personal, academic and social goals for identifying students.</p> <p>Targeted supports, accommodations, differentiated teaching and learning and tailored interventions identified and implemented. Identifying students making measurable progress across the literacy and numeracy continuums.</p> <p>Parents and students actively engaged in the development and monitoring of individual personalised plans. Consultation and partnership in planning and monitoring of personalised learning plans valued by parents.</p> <p>Recognition of the importance and connection to culture through a day of Indigenous culture with rotational stations for K–6 students.</p> <p>Purchase of resources including targeted Aboriginal texts, sensory tools and a Traditional Indigenous Games Kit to assist students to fully engage in lessons.</p>
<b>Low level adjustment for disability</b>	\$29 680.00	<p>Learning Support Teacher working with staff to enhance Learning Support processes, including assessment and monitoring processes, program design and review, teacher mentoring and delivery of targeted professional learning.</p> <p>Learning Support Teacher implement tailored literacy and numeracy support programs, as detailed in Individual Education Plans and personalised learning plans.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		<p>Schedule and structures of release implemented to facilitate ongoing teacher development and the development of personalised learning plans for students.</p> <p>Teachers engaged in undertaking the scoping phase of the Visible Learning initiative, which included class observations and data collection allowing time to analyse data and reflect on implications for teaching and learning programs.</p> <p>Evidence-based teaching practices increasingly observed in programming and classroom observations.</p>
<b>Socio-economic background</b>	\$27 578.00	<p>Individual interventions delivered to students by school learning support officer, whose progress was identified as being below stage/grade expectations. All targeted</p>



<b>Socio-economic background</b>	\$27 578.00	<p>students made measurable progress against stage outcomes and personal learning goals.</p> <p>Teachers trained in data analysis through the use of PLAN2 and Scout and planning from evidence for differentiated learning and assessment.</p> <p>Differentiated teaching and learning evident, with data analysis informing learning focuses and setting of personal learning goals.</p> <p>Evidence from school assessment and 'Tell Them From Me' surveys of improved student success and engagement.</p>
<b>Support for beginning teachers</b>	\$9 799.00	<p>Additional release time from class to work on data collection, syllabus familiarisation, classroom management techniques, familiarisation with new literacy and numeracy progressions and programming using data reflective practice. Also increased opportunities to join other schools and teachers to observe lessons.</p> <p>The outcome has been reflected in classroom programs, increased confidence in staff to embed best practice and syllabus content.</p>
<b>Sporting Schools</b>	\$4 400.00	<p>The additional funding has allowed expert instruction in basketball and tennis so as to enhance student skill development and increase fitness in these sports.</p>
<b>Premier's Sporting Challenge</b>	\$830.00	<p>We were unable to secure instructors for students to access swimming lessons in Term 4. Therefore funding from Premier's Sporting Challenge has been held over until Term 1 2019, as instructors have been booked for then. This will allow non swimmers to gain increased water confidence and water survival skills. For the more experienced swimmer an opportunity for stroke support and water skills.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	53	53	50	43
Girls	39	43	53	49

There was a slight decrease in enrolment numbers at Clergate Public School in 2018. The impact of the prolonged drought, access to employment as well as family mobility are a few factors contributing to the decrease.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.2	95	96.7	92.2
1	94.5	96.6	95.7	95.4
2	96	96	98.6	94.4
3	92.7	95.7	98.6	91.2
4	95.4	94.1	95.6	97
5	94.6	94	93.1	89.8
6	94.6	93.8	94.5	91.1
All Years	95.1	95.1	95.9	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Clergate Public School focuses on the importance of attendance and works with families to achieve maximum time at school. School information and induction programs and newsletters clearly inform parents and caregivers of the expectations for attendance at school, as set out in NSW Department of Education and school policies. School programs and practices encourage regular student attendance and

parent awareness of issues related to non-attendance. Information is provided to parents about the benefits of regular attendance and the effects of irregular attendance and extended leave in student learning through newsletters.

The school employs procedures for monitoring and recording attendance in line with NSW DEC policy, and works closely with families to manage planned and unforeseen absences and to address any truancy concerns. Parents are reminded to utilise the School Stream app to return absentee notifications.

Attendance is monitored regularly by class teachers, the Principal and the Home School Liaison Officer(HSLO). School processes ensure unexplained absences and partial absences are promptly followed up through direct contact and written reminders, that planned leave is effectively managed in consultation with the school principal, and that the parents are involved in promoting regular school attendance.

Where non-attendance or unexplained absences continue, or escalate following intervention, the HSLO is contacted as required.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.51
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

\*Full Time Equivalent

In addition to the staff shown in the table the school employs additional part-time teaching and support staff from school funds to meet school priorities.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2018, no members of the Clergate Public School staff identify as being of Aboriginal or Torres Islander descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## Professional learning and teacher accreditation

During 2018 teaching and support staff have been involved in professional learning activities that have built skills and knowledge in mandatory areas, school priority areas, departmental nominated training as well as learning to support their professional learning plans.

This training included:

School Development Days

*Term 1:* Staff completing mandatory training Code of Conduct and Child Protection; Roles and responsibilities of all staff; Class organisation and timetables; Calendar and dates; Work Health and Safety; School Plan and CCMCSH Community of School focus 2018.

*Term 2:* The staff spent this day revising the new reporting systems and working with staff from Clergate, Cumnock and Spring Hill on writing samples to develop consistency of judgment. It provided an opportunity where staff had time to learn, develop and share skills and ideas around writing.

*Term 3:* Teaching staff participated in the Pre2 Learning Community Creative and Practical Arts Day – Frolic, Smock, Act and Rock. This training provided staff members with knowledge, skills and practical activities to teach quality Creative and Practical Arts lessons. The workshops also provided staff with ideas for resources and enabled them to make connections with specialist teachers.

*Term 4:* In lieu of these days all teaching staff attended the Seven Steps to Writing Success and the Visible Learning workshop which was held on a Saturday. The sessions being outside school hours allowed us to access training in our area with minimum disruption to teaching time.

In addition to these school development days, teaching and support staff were involved in:

- Visible Learning
- After hours training in First Aid. This day covered basic first aid, CPR, anaphylaxis and asthma training.
- Staff completed professional learning on Sphero and coding as a Community of Schools activity after school hours at Mullion Creek Public School.
- The principal and the SAM participating in numerous LMBR face-to-face trainings, webinars and workshops.
- 2 teachers attended training to develop our understanding of the new National Literacy and Numeracy Progressions as use of PLAN2.
- Principal attended Orange Network meetings and

- Director Educational Leadership CoS meetings.
- Staff trained in the use of PLAN2 to support Best Start Training as well as Scout to analyse NAPLAN data.
- 3 teachers trained in Focus on Reading with colleagues from the schools in the CCMCSH Community of School.
- A staff member participated in the new digital technologies curriculum workshop.

The professional learning has had an impact on student outcomes. Staff are confident in teaching the Seven Steps to Writing Success program and show this through programming, professional dialogue and student work samples. All staff have an understanding of the Visible Learning background and pedagogy and this will inform the future direction of our school plan.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	74,206
<b>Revenue</b>	918,718
Appropriation	857,644
Sale of Goods and Services	1,828
Grants and Contributions	58,147
Gain and Loss	0
Other Revenue	0
Investment Income	1,098
<b>Expenses</b>	-889,546
Recurrent Expenses	-889,546
Employee Related	-794,312
Operating Expenses	-95,234
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	29,172
<b>Balance Carried Forward</b>	103,378

The school commenced using the updated financial management package in 2018. This was supported by extensive training for the school administrative support staff and the principal to ensure governance structures are in place and all staff are aware of their financial responsibilities. Whilst there may be appear to be an



underspend in some areas this will be reduced when additional payments are made.

Funds have been retained for assets replacement, updating of digital technologies as well as finalising payments for projects.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	750,014
Base Per Capita	19,917
Base Location	1,850
Other Base	728,246
<b>Equity Total</b>	60,312
Equity Aboriginal	3,054
Equity Socio economic	27,578
Equity Language	0
Equity Disability	29,680
<b>Targeted Total</b>	0
<b>Other Total</b>	18,823
<b>Grand Total</b>	829,149

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any

comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

With a small cohort, averaging a grade group may not be reflective of the majority of performance, as the results of one child significantly affects the grade average, either in a positive or negative way.

As part of the move for schools and students to undertake online NAPLAN testing by 2020, Clergate students were part of the group involved in doing the test online in 2018.

In literacy, Year 5 results were stronger in spelling and reading. In terms of value adding from Year 3 to Year 5 growth was also greatest in reading and spelling, whilst in Year 3, the stronger area was reading.

Our literacy focus will continue in all areas, with an emphasis on writing. As a school, students will also be provided with increased opportunities to use technology under timed conditions, to learn keyboard entry skills and to how to work in test conditions in online environments. These are all-important skills for school testing but also for lifelong skills. For example, driving tests.

In Numeracy Year 3 and Year 5 both showed growth especially in Year 3, with results exceeding the average NAPLAN score for the state. This also will remain a strong focus for the school with an emphasis on areas identified in data analysis as well as working in an online environment.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

As part of the commitment to improved Literacy and Numeracy results in NSW, schools report on the numbers of students in the top 2 bands for reading and numeracy. At Clergate Public School there was a 9.82 % increase in the number of students achieving this result from the 2016 baseline.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Information in this section is taken from the Tell Them From Me student and parent surveys. The staff survey data was suppressed due to the small school setting and low staff numbers.

Their responses are presented below.

A summary of the returned parent surveys is presented below. The results are on a scale of 0 to 10.

### **"Partners in Learning" Parent Survey – Parents Perspectives**

Areas that were 7 or greater on the scale were:

- Parents feel welcome (7.9)
- School supports learning (7.1)
- School Supports positive behaviour (7.7)
- Inclusive school (7.0)

In some areas Clergate Public School parent's responses were higher than the NSW CESE Project group norms.

In other areas on the survey parents reported :

- 100% talking with a teacher two or more times
- 50% attended meetings more than 3 times
- 27% indicated they were involved in school committees.

### **"Primary Students Survey" – Student Responses**

Students from Years 4, 5 and 6 completed the Tell Them From Me survey. The Tell Them From Me Primary School Survey includes measures of student engagement. Students who value schooling outcomes and meet the formal rules of schooling are considered institutionally engaged. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework. Levels of institutional engagement in Clergate Public School are:

- 100% indicated a value of schooling outcomes
- 91% reported positive school behaviour
- 88% reported positive relationships

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. The results for Clergate Public School on two measures of intellectual engagement are:

- 71% interest and motivation
- 94% effort

Five school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate, teacher expectations for success, and student advocacy. The results are on a scale of 0 to 10. With a score of over 7 were the following:

- Quality instruction (8.1)
- Positive teacher student relationships (7.2)
- Expectations for success (8.1)

With a score of over 6 was:

- Positive learning climate (6.8)
- Student advocacy (6.9)

Whilst this is a summary of the data obtained, the school analyses the full report and uses it to assist in its planning.

## **Policy requirements**

### **Aboriginal education**

Clergate Public School encourages students to recognise and respect cultural identity and diversity. Focused learning in English, History and Geography and Creative Arts highlighted Aboriginal history and culture, and encouraged students to value and respect the traditions and contributions to Australian society of Aboriginal people.

The school plan focused on providing tailored learning programs, devised in consultation with parents and caregivers through the development of the learning goals and incorporating appropriate adjustments to meet individual learning needs. Teachers were provided with additional planning time to ensure these personalised plans and pathways for future success were in place and learning support processes ensured regular review in consultation with teachers, students and their families.

All Aboriginal students were monitored using syllabus outcomes and the literacy and numeracy continuums and achieved learning growth against their personal learning goals. Social and emotional wellbeing was also closely monitored to ensure Aboriginal students participated confidently in learning and in school activities. Further support will continue for Aboriginal students in 2019 with targeted intervention and wellbeing programs being delivered as part of class programs, and by learning support officers and support teachers where needed.

### **Multicultural and anti-racism education**

The school's learning programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Teachers participated in professional learning and included strategies for embedding multicultural and anti-racism education into their teaching and learning programs. Teaching and learning programs incorporated learning about different cultures and global connections, with community members and visiting experts engaged to enhance students' learning.

The school's core values of respect, responsibility and achieving apply to all interactions at school, and foster an inclusive and respectful learning environment.

A teaching staff member has been accessing training in the anti-racism procedures. This staff member is available at all times to assist with issues that may arise, and provide training and development for others.